GUIDELINES
FOR THE INCLUSION
OF
ENGLISH LANGUAGE LEARNERS
(ELLs)
IN K-12 ASSESSMENTS

(2007)

State of Iowa
Department of Education

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Guidelines for the Inclusion of English Language Learners (ELLs) in K - 12 Assessments

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Part I: Questions and Answers

GENERAL ASSESSMENT QUESTIONS

1. Must English Language Learners (ELLs)[1] / LEP (Limited English Proficient)[1] / ESL (English as a Second Language) students be included in assessments?

YES. The *No Child Left Behind Act of 2001* stipulates in Section 1111(b)(3)(C)(ix)(I) that **all** students (including ELLs) must participate in state assessments of math, reading, and (beginning in 2007-2008) science (No Child, 2002). (In Iowa's case, this refers to ITBS/ITED.) Currently, reading and math tests are required at grades 4, 8, and 11 in Iowa. Furthermore, if your district assesses other grade levels, all students (including ELLs) in those grade levels must be tested.

However, Federal Register Final Rule (Title I, 2006) provides for the following flexibility beginning with the 2006-2007 school year:

- There is flexibility for recently arrived ELLs during their first twelve months of enrollment in U.S. schools (a change made by the Secretary of Education to accommodate year-round schools); they may be excused from participation in ONE administration of the district-wide reading assessment (ITBS/ITED).
- If a student is excused from an administration of the district-wide test (ITBS/ITED), that year would still count as the first year (of three) during which the student could take the reading assessment in his/her native language. (Case-by-case waivers would still be available for two additional years.)
- Recently arrived students (here fewer than 12 months) are still required to take the district-wide math assessment (ITBS/ITED). **Please see Appendix H: Memo (Re: Title III Flexibility for New Arrivals) November 14, 2006.**
- These new final regulations emphasize the responsibility of LEAs to "provide appropriate instruction to [LEP] students to assist them in gaining English language proficiency as well as content knowledge..." (Title I, 2006, p.

[1] Although Limited English Proficient (LEP) is the terminology used by the U.S. Department of Education, English Language Learner (ELL) will be used throughout this document, as it focuses on the linguistic gains of these students rather than perceived deficiencies.

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Regarding State and district report cards, the Final Rule clarifies that it is required that the number of recently arrived students who are exempted from ONE administration of the State's (district-wide) reading test be reported.

Regarding AYP:

- Results for recently arrived ELLs (during their first 12 months) will not count for proficiency in reading or math because students do not meet FAY requirements.
- Recently arrived ELLs' participation in math testing will be included in AYP participation rates for math.
- Recently arrived ELLs' participation in English language proficiency testing will be included in AYP participation rates for reading.
- If a district elects to count the result of any recently arrived ELLs on the NCLB accountability measure for reading and mathematics, it must do so for all recently arrived ELLs. (In this situation, students not participating in ITBS/ITED will count as exclusions.)
- All ELLs who have been exited from LEP status (and are no longer receiving ELL services) will continue to be counted in the ELL subgroup for AYP purposes for two years after exiting ELL status.

In addition, all ELLs must participate in English language proficiency testing of their listening, speaking, reading, and writing skills each year. "Comprehension" scores are required for Title III, but there is no separate test for comprehension; it is a combination of listening and reading scores.

2. In which assessments must ELLs be included?

Both Title I and Title III require two types of assessments (academic content and English language proficiency) for students with limited English proficiency (LEP):

- LEAs must annually assess their ELLs (K-12) in English language proficiency.
- Districts must include all limited English proficient students in their academic content assessments in reading and mathematics (although there is flexibility for recently-arrived ELLs (refer to detailed explanation in Question 1)

- Beginning in 2007-2008, LEAs must also add science.
- "Inclusion of ELLs can take the form of providing appropriate accommodations and/or using an assessment in the student's native language that is aligned to . . . [local] content and achievement standards." If students are being assessed in their primary language, after three years of attending a school in the United States, students must be assessed in reading using a test in English. "**This does not exempt students from participating in the . . . assessment system in their first three years of attending schools in the United States. Inclusion in the . . . [district] academic assessment system must begin immediately when the student enrolls in school.**" (Quoted portions from U.S. Department of Education Office of English Language Acquisition, 2003, p. 10)
- The only flexibility regarding academic achievement testing is for recently-arrived ELLs who may opt out of district-wide reading assessment (ITBS/ITED) one time. The reading portion of the Iowa ELDA, can serve as a substitute for the ITBS or ITED reading score. (See Question 1 for a detailed explanation.)

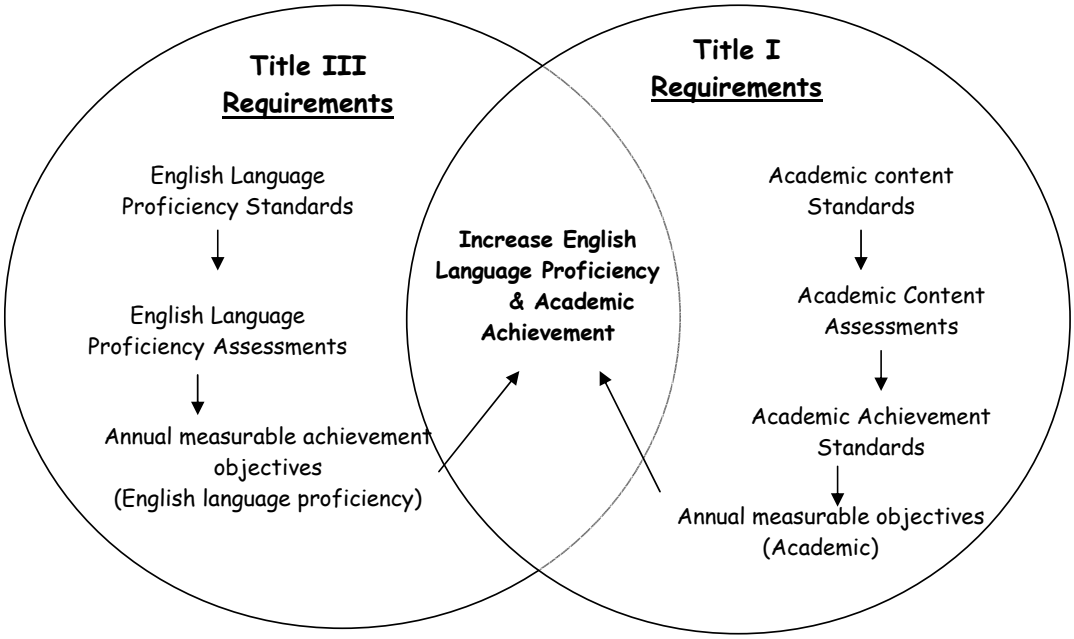
Current ELLs only (those participating in English language acquisition programs and/ or services):

1. Placement (Title III) – See Appendix A: Placement Tools for ELLs. Potential ELL should be assessed for placement only once.
   - Important note: The Home Language Survey is the means for determining which students should be tested for placement in English acquisition programs. **According to Iowa Administrative Code 281—60.3(280)(60.3)(1)(a), this document should be used when registering ALL students, not only those who may "seem" to need special English programming.** The Home Language Survey is available in 22 languages at no charge to Iowa districts on the TransACT website at www.transact.com (Contact your AEA if you need assistance in accessing the site.)
2. Growth measure (Title III): Iowa ELDA is the English language proficiency assessment of listening, speaking, reading, writing. ELLs need to be assessed every year until they achieve proficiency. Proficiency is defined as a score of 5 in each one of the domains (listening, speaking, reading, and writing).

All students (including current and former ELLs):

1. District-wide assessments
2. ITBS / ITED (NCLB), although there is flexibility for recently-arrived ELLs (those who have been enrolled in U.S. schools for less than 10 months); they can be excused from participation in ONE administration of the ITBS or ITED reading assessment (refer to detailed explanation in Question 1)
3. Multiple measures (content-area tests) (Iowa Chapter 12)
4. Alternate assessments for special education students (NCLB)
5. Other assessments as required by your district
6. National Assessment of Educational Progress (NAEP)

Figure I: Title III and Title I Requirements for ELLs



3. What about Non English Proficient students?

All ELL students must be given the opportunity to participate in district-wide assessments. (See Question 1 for a detailed explanation of Title III Flexibility for New Arrivals.) Students who have been determined to be Non English Proficient on the English language proficiency test should be given the opportunity to engage the test with **accommodations***. Students will count as having participated if they are given the opportunity to demonstrate their knowledge and abilities on the test section. This is a special arrangement for ELLs; mainstream and special education students are NOT counted as participating unless they fill out answers for the test section.

Important note: This opportunity to demonstrate knowledge and abilities does not mean that students whose level of English precludes their meaningful participation in testing must sit in front of a blank answer sheet for the entire testing period; once such students have demonstrated their knowledge and abilities on the test section, they are finished with that section. If students demonstrate that they are unable to engage a given test section at all, they are still counted as participating in that test section and the remaining testing time can be used for other purposes.

*All ELL should be given the opportunity of taking achievement tests with accommodations, as needed.

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT QUESTIONS

4. Which specific students does this include?

All current ELLs (those receiving ESL/bilingual/dual language services) must participate in annual English language proficiency testing, the Iowa-ELDA. Transition students (those being monitored for 2 years under NCLB) need NOT participate in English language proficiency testing, since, according to individual district exit criteria, transition ELLs have already achieved proficiency. *Proficiency is defined as level 5 in each one of the four domains (listening, speaking, reading, and writing).*

5. How are ELLs identified and placed?

Based on the Home language survey, for placement of ELL in your district (or U.S. educational system), use an English language proficiency test (see Appendix A for placement tools) to determine if students are Non English Proficient, Limited

English Proficient, or Fluent English Proficient. ELLs need to be assessed for placement within the first 30 days of school (Sec. 3302[a]) or within the first two weeks after enrolling in the district if they enroll after the beginning of the school year (Sec. 3302[d]).

Regarding placement, NCLB clarifies that "A child shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status" (Sec. 3302[f]).

6. What do you need to communicate to parents?

The following are guidelines regarding Title III parental notification requirements:

Section 3302 of the *No Child Left Behind Act of 2001 requires that districts* notify students' parents of:

- the **reason for placement** in a program for English Language Learners (Sec. 3302[a][1]);
- the student's **level of language proficiency**, how it was assessed, and their level of academic achievement (Sec. 3302[a][2]);
- the **methods of instruction** used in the child's educational program, use of English and the native language in that program, and other program options available within the district (Sec. 3302[a][3]);
- **how the program will meet the needs** and build on the academic strengths of the child (Sec. 3302[a][4]);
- **how the program will go about teaching** the child English and preparing him/her to meet academic standards for grade promotion and graduation (Sec. 3302[a][5]);
- **exit requirements** for the program, expected transition rate of students from the program to programs not designed specifically for ELLs, and the expected rate of graduation for students participating in the program (Sec. 3302[a][6]);
- **for special education students, how the program will fulfill requirements** of the student's IEP (Sec. 3302[a][7]); and
- **information regarding parental rights**, including rights to remove the student from the program, to information about other program options, and

to assistance in selecting from various programs and teaching methods if more than one is available (Sec. 3302[a][8]).

In addition, if the program that the child is enrolled in fails to meet annual measurable achievement objectives, parents must be notified within 30 days (Sec. 3302[b].

All of this information is to be provided in a language that the parent understands, to the extent practicable (Sec. 3302[c]). To meet this requirement, the Iowa No Child Left Behind Parent Communication Center (formerly the Iowa Translation Library) is available as an on-line resource at http://www.transact.com to provide necessary documents in 22 languages.

Furthermore, parents are to be given information regarding how they can:

- be involved with their child's education (Sec. 3302[e][1][A])
- help their children to learn English, achieve academically, and meet the academic content and achievement standards expected of all students (Sec. 3302[e][1][B])

It is recommended that this outreach be carried out through regular meetings about which parents are informed. During these meetings, parent questions, concerns, and recommendations can be addressed. (Section 3302(e)(2))

For a comprehensive list of parent communications required under NCLB in addition to those mandated by Title III, visit http://www.transact.com

7. What are the requirements for language proficiency assessment?

All current ELLs in grades K-12 must be tested annually in listening, speaking, reading, and writing for Title Title III and I. There is no need to test separately for comprehension. A comprehension score is the combination of listening and reading.

Former ELLs, who have been exited form programs and/or services, do not need to be tested for English language proficiency.

8. What assessments are accepted for measuring growth in English language proficiency?

The Iowa-ELDA is the assessment in used to measure growth for English language proficiency. ELLs need to be assess every year until the student reaches

proficiency. Proficiency is defined as level 5 in each one of the four domains (listening, reading, writing, and speaking).

9. Is the 2007 Iowa-ELDA different from last year's test?

The 2007 Iowa-ELDA is different in the following ways:

a. linking items have been deleted in K-2 grades
b. repetition of questions on the CD has been deleted
c. the CDs have been re-recorded to improve their sound.

10. How do districts request the Iowa-ELDA test materials and bubble/answer sheets?

Districts must send an electronic request to Northwest Area Education Agency in Sioux City (NWAEA) filled out with specific student data for each student. This excel document can be downloaded at www.nwaea.k12.ia.us

11. How far in advance must districts request their test materials and bar-coded answer sheets?

Districts should first plan their test window and then request the materials 40 working days in advance, accordingly.

12. What is the state test window?

The test window is between February and April 30, 2007.

- ***For testing in February:*** material requests and bar code templates needs to be at NWAEA by 1/10/2007
- ***For testing in March***: material requests and bar code templates needs to be at NWAEA by 2/10/2007
- ***For testing in April:*** material requests and bar code templates needs to be at NWAEA by 3/10/2007

13. What information must districts provide in the EXCEL document for NWAEA?

Districts will submit student information, including student state ID numbers, so that bar code labels can be generated for each bubble/answer sheet. Go to www.nwaea.k12.ia.us for required information.

14. Will NWAEA ship the test materials along with bubble/answer sheets that have the bar codes affixed, directly to each district?

Yes, NWAEA will be able to ship the test materials along with bubble/answer sheets that have the bar codes affixed directly to each district, as long as NWAEA receives the required information on time.

15. What is the final postmark date for materials returned to NWAEA for scoring?

May 1, 2007

16. How should districts return test materials and bubble/answer sheets to NWAEA?

Taking care so as not to bend any bubble/answer sheets, districts should return test materials and bubble/answer sheets for scoring by United States Postal Service (USPS- Return Receipt Requested or Request Delivery Confirmation with a Tracking Number), or by United Parcel Service (UPS) or by Federal Express (FedEx), for tracking purposes.

If mailing, all packages must be postmarked on or before **May 1, 2007**. If delivering, all packages must be received at NWAEA on or before May 1, 2007.

Ship or deliver to: Northwest AEA – ATTN: Title III, 1520 Morningside Avenue, Sioux City, IA 51109.

Note, for your own protection, it is strongly advised that you copy your district's student bubble answer sheets (front/back) before sending/delivering them to NWAEA.

17. Should all buildings from a school district send their test materials and answer sheets for scoring in the same shipment?

Yes, districts should send all materials for each building in their school district together and at the same time, not individually. See appendix I for example of the answer sheet return form.

18. What is the mailing address of Northwest AEA for sending the test materials sand bubble/answer sheets for scoring?

Districts should mail, ship or deliver their test materials and bubble/answer sheets for scoring to:

Northwest Area Education Agency, ATTN: Title III,
1520 Morningside Ave., Sioux City, IA 51106-1780

19. Should districts photocopy student bubble/answer sheets as back up, keeping them in a secure place until the I-ELDA scores have been returned to the district?

Yes, *for your own protection*, it is strongly advised that you copy your district's student bubble answer sheets (front/back) before sending/delivering them to NWAEA.

20. After the scores have been received in the district from NWAEA, what should districts do with the photocopies of bubble/answer sheets?

Districts should first confirm that each student is accounted for; then shred the bubble/answer sheets.

21. Can districts keep elementary writing test student's work in the student cumulative folders for teacher reference?

Yes, that is recommended.

22. Is there any support for K-2 teachers who want to be mindful of student progress toward K-2 standards on the I-ELDA inventory from the beginning of the school year?

Yes, the I-ELDA Core Standards tool, for Kindergarten and for Grades 1 and 2, helps teachers make connections between classroom assessments they are familiar with (DIBELS, CRTs, DGA, or other district measures) early on in the school year,

prior to the actual administration of the ELDA. *Note: This useful tool is not part of the I-ELDA. Teachers will fill out the actual I-ELDA inventory during the test window. See Appendix J: K and 1&2 Standards' Checklist

23. Is there a resource or reference for I-ELDA general information?

Districts may refer to the website for useful I-ELDA information and to download relevant I-ELDA documents at www.nwaea.k12.ia.us

24. Is there a contact at Northwest AEA, in case districts have an unforeseeable question?

Dr. Tom Green at tgreen@nwaea.k12.ia.us can be contacted by districts if their local AEA representative is unable to assist.

25. What steps are being taken to enhance inter-rater reliability in I-ELDA scoring?

This year, the state ESL Assessment Committee is working to increase inter-rater reliability in the scoring of writing. This year, a variety of districts have been asked to save scored student writing samples for review. The committee plans to address the inter-rater reliability of speaking next year.

26. To insure objectivity, who should score I-ELDA writing responses?

Ideally, teachers would exchange their students writing responses for objective scoring, to the extent possible.

27. Do special education students take the I-ELDA? Yes.

28. What are the requirements for academic assessment?

All ELLs, regardless of time in a language instructional program and level of proficiency in English, must be assessed annually in the areas of reading and mathematics, and in 2007-08 science. (See Question 1 for detailed clarification regarding the reading assessment of recently-arrived ELLs.)

29. What about multiple measures?

All ELLs must be included in multiple measures as determined by the LEA.

30. What about the NAEP?

ELLs who are enrolled in district buildings at the grade levels selected for participation in the National Assessment of Educational Progress must be included.

31. What is an accommodation for academic content assessment?

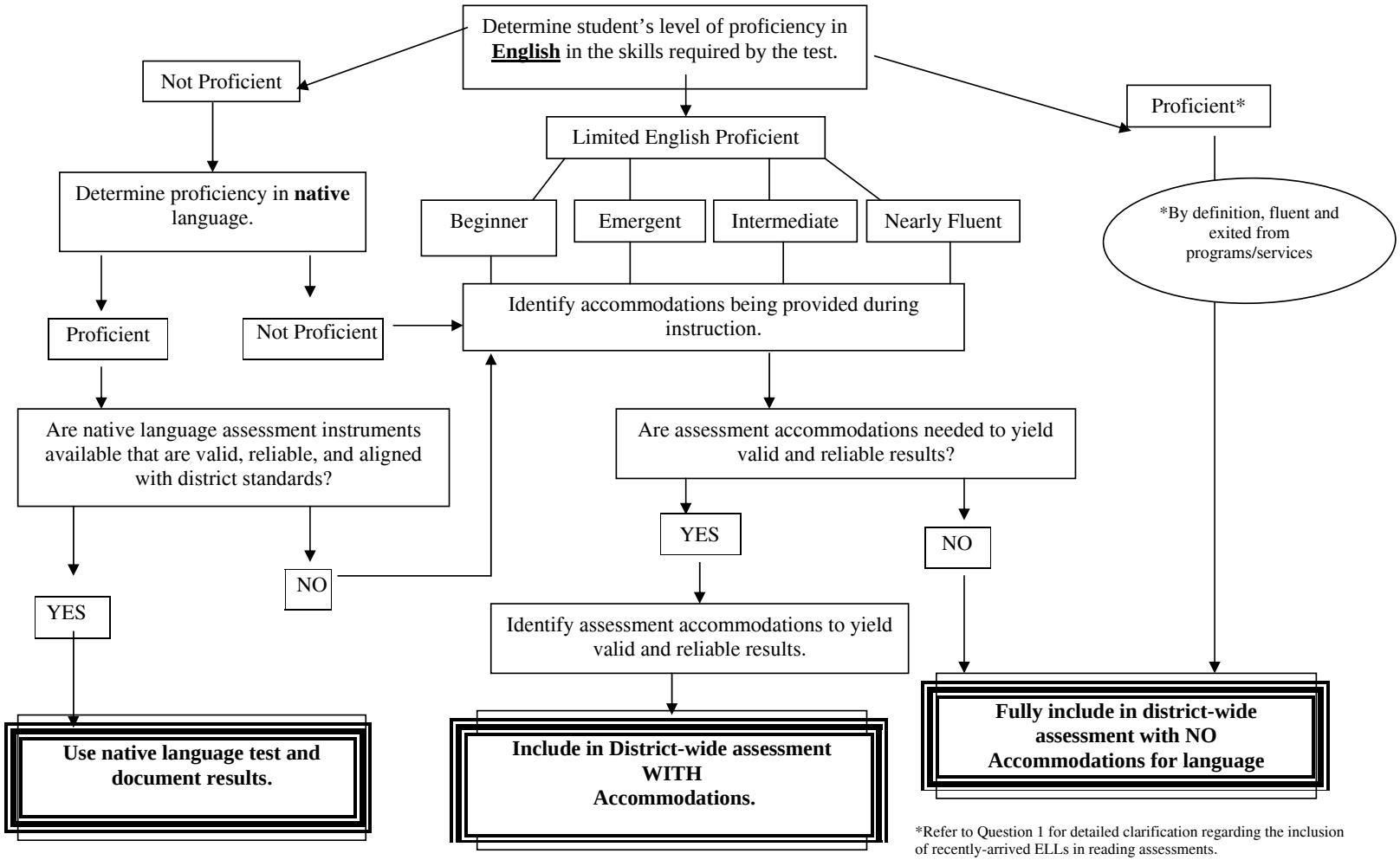
An accommodation is a change in the test administration or testing environment. It does not change what the test measures. Accommodations provide students an opportunity to demonstrate what they know by "leveling the playing field" for the students who receive them. Accommodations are meant to account for the effect of limited English language proficiency and provide the opportunity for students to demonstrate their knowledge and skills. Appropriate accommodations should not provide an unfair advantage. It is important to note that "the limited research that has been conducted with English language learners . . . has, to date, yielded inconclusive results on the viability of accommodations" (Gottlieb, 2003, p. 31). Thus, as a practical matter, those accommodations that have been successful for an individual ELL in the classroom are the most likely to be those that will be successful for that student in a testing situation, *as long as the accommodations do not change the construct (trait or ability) being measured*.

32. Who should be involved in making decisions about accommodations?

A team comprised of appropriate individuals who are involved in the education and assessment of ELL students should participate in determining which ELL students receive accommodations and which accommodations they should receive (for example, an administrator, the classroom teacher, the ESL teacher).

Figure II summarizes the guidance pertaining to the inclusion of ELLs with or without accommodations.

Figure II: Inclusion of ELLs in District-wide Assessments*



*Refer to Question 1 for detailed clarification regarding the inclusion of recently-arrived ELLs in reading assessments.

33. What factors need to be considered in determining accommodations?

Ensuring Accuracy in Testing for English language learners: A Practical Guide for Assessment Development mentions the following factors, central in deciding which accommodations to use (Kopriva, 2000, p. 51):

- The student's level of proficiency in English
- The language of instruction
- The student's literacy in their home (native/first) language
- The amount of schooling the student received in his or her home country
- Cultural issues
- Accommodations that are used in the classroom as part of instruction

For Example…

- **Level of English proficiency:** Is the student's proficiency in English at a level that will allow the student to demonstrate knowledge and understanding of the content, or will test results be clouded by the student's (lack of) proficiency in English? It **is** required that the level of English language proficiency be determined. However, this does **NOT** affect whether or not the student will be included in district-wide assessment. The level of language proficiency will be used to determine what, if any, accommodations are appropriate.

- **Primary language of instruction:** What has been the student's primary language of instruction? <u>If the student has been instructed primarily in English, then he/she should take the test in English.</u>

- **Number of years the student has received academic instruction in English:** Research provides evidence that there is a difference between the social/communicative skills in a second language acquired, on average, in 1 to 3 years and the cognitive/academic skills that require, on average, 3 to 7 years (Cummins, 1991; Hakuta, Butler, & Witt, 2000; Thomas & Collier, 2002). Each student's proficiency data should be considered in determining the use of accommodations in the district-wide assessment program.

- **Level of literacy in the native language:** If a student is not proficient in English but is literate in the native language, then that student <u>could</u> be assessed in the native language. If a district <u>chooses</u> to assess the student in his or her native language, then an instrument that can produce valid and reliable information that is aligned with district standards and benchmarks must be selected for this purpose. In the absent of such instrument, the

student must participate in district's assessments in English. (Refer to Question 1 for a detailed explanation regarding recently arrived ELLs.)

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Note: If the student is not literate in his/her first (or native) language, instruments in the native language are not likely to provide accurate information. Districts have the flexibility to choose whether or not to use assessments in languages other than English but must assess ELLs' reading in English after three years in the U.S. school system. (Waivers are available for an additional two years on a case-by-case basis.)

34. How does language proficiency in English and in native (first) language affect assessment?

A. If the student is proficient in **English** at a level comparable to his or her monolingual English-speaking peers in listening, speaking, reading and writing, then fully include the student in the district-wide assessment program with no accommodations.

B. If the student is not proficient in English at a level comparable to his or her English-speaking peers in listening, speaking, reading, and writing, then determine his or her **native (first) language** proficiency.

1. If the student is proficient in the native language and native language assessments are available that are **both** aligned with district standards and able to yield valid and reliable information, then use those instruments. A word of caution: testing students in their native language is not a panacea; students who have not had the opportunity to learn content material in their first language should not be expected to demonstrate such knowledge on a native language assessment.
2. If the student is **not** proficient in the native language **or** if appropriate native language assessments are **not** available, then use data on the student's level of language proficiency in English to make decisions about accommodations. Guidance is provided in Appendix F.

35. What types of accommodations can be used?

The *Standards and Assessments Non-Regulatory Draft Guidance* (USDE, March 10, 2003, page 16) identifies four categories of accommodations. These are:

- Presentation (e.g., repeat directions, read aloud, etc.)
- Response (e.g., mark answers in book, use reference aids, point, etc.)
- Setting (e.g., study carrel, separate room, etc.)
- Timing/scheduling (e.g., extended time, frequent breaks, etc.)

It is <u>strongly</u> recommended that the team keeps a record of which accommodation(s) are used and why. This will enable schools to monitor what testing decisions are made for their students and how these decisions are enacted.

36. What are some examples?

Iowa Testing Programs provides the following guidance regarding accommodations on the ITBS and ITED (The University of Iowa, 1999):

> When accommodations seem to be needed for testing an ELL, any of several might be considered. Which accommodations to use should be determined by considering the ones used in day-to-day instructional activities or classroom assessments. In no case should an accommodation be used for the first time with a student during the administration of the ITBS or ITED. Some accommodations that are used with ELLs include:
>
> - allowing extra time to complete the test.
> - allowing the use of a translation [word-word] dictionary during testing.
> - reading parts or all of the test. (This should not be done with tests of reading vocabulary or reading comprehension.)
> - providing word pronunciations or word meanings when such help does not interfere with the subject matter or skills being tested. (Offering meanings of science terms used on a science test would not be appropriate.)
> - a combination of the above.
>
> The purpose of testing should be to obtain information that will be useful for making instructional decisions and determining the extent of student progress in the curriculum of the school. Accommodations should only be used when they help to reduce the effect of the student's English language deficits that would interfere with obtaining accurate information about the student's achievement. When selected properly, the use of accommodations can still permit the interpretation of the student's percentile ranks and

grade equivalents in the same manner in which they are interpreted for others.

The U.S. Department of Education, Office of English Language Acquisition (OELA) provides the following examples of test accommodations:

- Accommodation to Presentation
  - Assessment in native language
  - Text changes in vocabulary
  - Modification of linguistic complexity
  - Addition of visual supports
  - Use of glossaries in native language
  - Use of glossaries in English
  - Linguistic modification of test directions
  - Additional examples items/task
  - Oral directions in the native language
  - Use of dictionaries
  - Reading aloud of questions in English (except for the reading test)
  - Directions read aloud or explained
- Accommodations to Response
  - Answers written directly in test booklet
  - Answers dictated
  - Responses in native language
- Accommodations to Timing/Scheduling
  - Extra assessment time
  - Breaks during testing
  - Administration in several sessions
- Accommodations to Setting
  - Small-group or individual administration
  - Separate room administration

Ensuring Accuracy in Testing for English Language Learners offers the following suggestions: (USDE, 2003, p. 20):

- Native language assessments (Note: only forms that are aligned with district standards would be acceptable)
- Extra time
- Small group administration
- Flexible scheduling
- Simplified instructions
- Allowing the use of dictionaries (bilingual word-to-word dictionaries)
- Audiotaped instructions in the native language
- Allowing audiotaped responses in either English or the native language

- Providing additional clarifying information at the end of the test booklet or throughout the test (e.g., synonyms for unclear or idiomatic words and phrases in math and science and other content areas but not in reading)
-

For additional information on accommodations for ELLs, see:

- Jamal Abedi
  CRESST Policy Brief 4: *Assessment and Accommodations for English Language Learners: Issues and Recommendations*
  http://www.cresst.org/products/newsletters/polbrf4web.pdf

- Rebecca Kopriva
  Ensuring Accuracy in Testing for English Language Learners (2000)
  Council of Chief State School Officers, SCASS—LEP Consortium
  www.ccsso.org/publications/details.cfm?PublicationID=97

- National Center for Educational Outcomes
  http://education.umn.edu/NCEO/LEP/default.htm

- Charlene Rivera and Charles W. Stansfield
  The George Washington University Center for Equity and Excellence in Education: Region III Comprehensive Center
  Leveling the Playing Field for English Language Learners: Increasing Participation in State and Local Assessments Through Accommodations
  http://ceee.gwu.edu/standards_assessments/researchLEP_accommodintro.htm

37. What about accommodations for ELLs with special needs (IEPs or 504 plans)?

The requirements established by the IEP or 504 plan for accommodations must be followed.

38. Can we test students out of level?

ELLs can be tested out of level. They will NOT be included in the count of students taking the test and will not be considered proficient. Testing students out of level is NOT recommended.

39. What is an alternate assessment?

Alternate assessments are evaluative measures that are administered when the standard assessment is considered to be unsuitable for a particular student. Alternate assessments are designed to increase the capacity of large-scale assessment systems to ensure that all students are included in the accountability system of overall student performance.

ELLs who are special education students with Individual Educational Plans (IEPs) can take the Iowa Alternate Assessment if specified in their plan.

40. What is the difference between an alternative and an alternate assessment?

Judith Wilde clarifies this terminology in her document entitled *Definitions for the No Child Left Behind Act of 2001:* Assessment (Wilde, 2004, p. 4). **Alternative assessment** refers to assessment that is used instead of standardized testing. Examples of this type of assessment include journaling, reports, presentations, observations, criterion-referenced tests (in which students' achievement on specific objectives is the focus, rather than their achievement in comparison to some specific "norm" group), and collaborative work. **Alternate assessment** is used for students who cannot complete the standardized tests in their original format.

Part III: Funding Sources

41. What happens after four years of receiving State ELL weighted funds?

Termination of State funds does not mean that the student should not continue receiving full or transitional services. There is a difference between **weighting** and **exiting** a student from the program. The State provides funds for four years by weighting ELLs an additional 0.22 (Iowa Department of Education, 2005, p. 10). Decisions on a student's continuing to receive ELL services should be based on meeting district exit criteria, rather than how long the student has been served. Exit criteria should address attainment of English language proficiency and academic achievement.

Likewise, decisions about how to include the student in the district-wide testing program (with or without accommodations) should not be based on the continuation of funds from the State. (See Appendix F for guidance.)

Part III: Appendices

Appendix A: Placement Tools for English Language Learners

For placement testing, use either the LAS or IPT, which may be available from your Area Education Agency Professional Development Library. (Important note: the "old" [pre-NCLB-compliant] versions of these tests are acceptable for placement purposes. There is no requirement to use the NCLB-compliant version of either of these tests for placement purposes.)

Test Name/Publisher Information	**General Description**
IDEA Proficiency Tests (IPT) Ballard & Tighe P.O. Box 210 Brea, CA 92821-0219 800-321-4332 www.ballard-tighe.com	The *IPT* tests can be used for placement purposes. The IPT measures reading, writing, and a combination of listening and speaking.
Language Assessment Scales (LAS) CTB/McGraw-Hill 20 Ryan Ranch Road Monterey, CA 93940 800-538-9547 www.ctb.com	The *LAS* tests oral language, reading, and writing.
Woodcock Munoz Language Survey (WMLS) Riverside Publishing 425 Spring Lake Dr. Itasca, IL 60143-2079 800-323-9540 www.riverpub.com	The *WMLS* is suitable for individuals ranging from age 2 to adulthood. It evaluates language proficiency in English or Spanish through tests of oral language and reading/writing. Computer scoring comes with the test.

Deleted: 4

Appendix B: Definitions

Accommodation

A change in the test administration or testing environment that does not change what the test is measuring.
Some examples include:
(1) time/scheduling (for example, extended time and/or extra breaks)
(2) setting (for example, individual or small group administration, a different location)
(3) presentation (for example, explanation, repetition, oral reading of instructions, bilingual or translated versions of the test, administration of test by a person familiar to the student)
(4) response (for example, allowing a student to dictate answers or to respond using the native language)

Alternate assessment

An evaluative measure that is administered when the standard assessment is considered to be unsuitable for a particular student.

Alternative assessment

Local assessment that does not fall under the classification of large-scale standardized testing. Examples include classroom tests, student writing samples, and group projects.

Limited English Proficient (LEP) (the Federal term)

Refers to a student who has a language background other than English, and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.
(Iowa Administrative Code, 281—60.2 (280))

English Language Learner (ELL)

A national origin student who is limited–English proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.) (U.S. Department of Education

Office of Civil Rights, 1999, p. 35)

English as a Second Language (ESL)

Refers to a structured language acquisition program designed to teach English to students whose native language is other than English, until the student demonstrates a functional ability to speak, read, write, and listen to English language at the age- and grade-appropriate level. (Iowa Administrative Code, 281—60.2 (280)) A program of techniques, methodology, and special curriculum designed to teach ELL students English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. ESL instruction is usually in English with little use of native language. (U.S. Department of Education Office of Civil Rights, 1999, p. 35)

Other Second Language Acquisition Terminology

L_2 = a second language
L_1 = native language, primary language, first language, home language
NEP = Non English Proficient
FEP = Fluent (or fully) English proficient

Other Educational Terminology

IDE = Iowa Department of Education
IEP = Individual Education Plan
ITBS = Iowa Tests of Basic Skills
ITED = Iowa Tests of Educational Development

Appendix C: Typical Bilingual Program Designs

All Bilingual program models use the students' first language, in addition to English, for instruction. These programs are usually implemented in districts with a large number of students from the same language background. Students in bilingual programs are grouped according to their first language, and teachers are proficient in both English and the students' first language.

Two-Way Bilingual Education, **Dual Language Instruction, Bilingual Immersion, or Developmental Bilingual Education (DBE):** Models that combine language minority and majority (English speaking) students. Each group learns the other's vernacular while meeting high content standards. Instruction is provided in both English and the minority language. In some programs, the languages are used on alternating days. Others may alternate morning and afternoon, or they may divide the use of the two languages by academic subject. Classes may be taught by a single teacher who is proficient in both languages or by two teachers, one of whom is bilingual.

Transitional Bilingual Education (TBE) Also known as Early Exit Bilingual Education: Models with a primary goal to "mainstream" students to all-English classes as soon as possible. Programs provide some initial instruction in the students' first language, primarily for the introduction of reading, but also for clarification of content. Instruction in the first language is phased out rapidly, with most students mainstreamed by the end of first or second grade.

Foreign Language Immersion: Models where language minority students are taught primarily or exclusively through sheltered instruction or a second language, later combined with native language classes.

Appendix D: Typical ESL Program Models

ESL programs (rather than bilingual programs) are likely to be used in districts where the language minority population is very diverse and represents many different languages. ESL programs can accommodate students from different language backgrounds in the same class, and teachers do not need to be proficient in the first language(s) of their students. ESL programs might involve native speakers of the languages(s) of the students to assist as paraprofessionals or tutors under the direct supervision of a teacher.

Source:	Iowa Department of Education - Data Dictionary for Project EASIER 2006-2007
Program Name	**Program Description**
Bilingual Dual Language Program	Also known as two-way or developmental. Students develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half native English speakers and half native speakers of the other language.
Transitional Bilingual Program	Also known as early-exit bilingual education. Utilizes a student's primary/native language in instruction. The program maintains and develops skills in the primary/native language and culture while introducing, maintaining, and developing skills in English. The primary purpose of the program is to facilitate the ELL student's transition to an all English instructional program while receiving academic subject instruction in the primary/native language to the extent necessary.
Bilingual Heritage Language Preservation	Program that continues with the development of a student's native/home or ancestral language.
English as a Second Language Sheltered English Instruction	An instructional approach used to make academic instruction in English understandable to ELL students. In the sheltered classroom, teachers use physical activities, visual aides, and the environment to teach vocabulary, for concept development in mathematics, science, social studies, and other subjects.
English as a Second Language Structured English Immersion Program	The goal of this program is acquisition of English language skills so that the ELL student can succeed in an English-only mainstream classroom. All instruction in an immersion strategy program is in English. Teachers have specialized training in meeting the needs of ELL students, possessing either a bilingual education or ESL teaching credential and/or training, and strong receptive skills in the students' primary/native language.

Program (not listed)	
Two Way Immersion Bilingual Program	Program designed to serve both language minority and language majority students concurrently. Two language groups are put together and instruction is delivered through both languages. For example, in the U.S., native English-speakers might learn Spanish as a foreign language while continuing to develop their English literacy skills and Spanish-speaking ELLs learn English while developing literacy in Spanish. The goals of the program are for both groups to become biliterate, succeed academically, and develop cross-cultural understanding.
Developmental Bilingual Program	A program that teaches content through two languages and develops both languages with the goal of bilingualism and biliteracy.
English as a Second Language Program Specifically Designed Academic Instruction Delivered in English (SDAIE)	Specially Designed Academic Instruction in English is a program of instruction in a subject area, delivered in English, which is specially designed to provide LEP students with access to the curriculum.
Content-based English as a Second Language Program	This approach to teaching English as a second language makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills. English is used as the medium of instruction.
English as a Second Language Pullout Program	A program in which LEP students are "pulled out" of regular, mainstream classrooms for special instruction in English as a second language.

Appendix E: Language Acquisition Stages: Student's Behavior and Teacher's Strategies

	Stage I **ELDA Level 1: Pre-functional** ***TESOL Level: Starting***	Stage II **ELDA Level 2: Beginning** ***TESOL Level: Emerging***	Stage III **ELDA Level 3: Intermediate** ***TESOL Level: Developing***	Stage IV **ELDA Level 4: Advanced** ***TESOL Level: Expanding***	Stage V **ELDA Level 5: Full English Proficiency** ***TESOL Level: Bridging***
Official Name	**Preproduction**	**Early Production**	**Speech Emergence**	**Intermediate Fluency**	**Advanced Fluency**
Other Names	Pre-speech/Silent Period/Non English Proficient (NEP)/ Beginner	Telegraphic Stage/Limited English Proficient (LEP) - Emergent	Simple-Sentence Stage/Limited English Proficient (LEP) - Intermediate	Bridging Stage/Limited English Proficient (LEP) - Advanced	Fluent English Proficient (FEP)
Variety of Language	Fluency – (Basic Interpersonal Communication Skills [BICS])	Fluency – (Basic Interpersonal Communication Skills [BICS])	Fluency – (Basic Interpersonal Communication Skills [BICS])	Fluency (BICS) and some Proficiency (Cognitive Academic Language Proficiency [CALP])	Fluency in BICS and CALP
Characteristics	Physical response only No speech production Minimal comprehension Up to 500-word receptive vocabulary	One or two-word responses Disconnected speech Very limited comprehension Up to 1000-word receptive/active vocabulary	Simple-sentence responses Connected speech Fairly good comprehension Up to 3000-word receptive/active vocabulary	Simple/complex-sentence responses Extended speech (discourse) Increased comprehension Beyond 3000-word receptive/ active vocabulary	Complex sentence responses Extended speech across grade-level appropriate genres (e.g., narration, persuasion, argumentation, etc.) Approaching native-like vocabulary competence
Student Behaviors	Produces no speech Indicates comprehension physically Comprehends key words only Depends heavily on context Responds by pantomiming, gesturing, or drawing Says only yes, no, or names of other students	Produces words in isolation Indicates comprehension physically Verbalizes key words "heard" Depends heavily on context Responds with one/two-word answers or in phrases Makes "errors of omission" Mispronounces words	Produces whole sentences Makes basic grammatical errors Hears smaller elements of speech (e.g., plural forms, affixes, intonation) Shows good comprehension (given rich context) Functions on a social level Uses limited vocabulary	Produces whole narration Makes complex grammatical errors Hears some subtle elements of speech Shows good comprehension (given some context) Functions somewhat on an academic level Uses an expanded vocabulary	Produces whole, complex narration Makes few grammatical errors Hears and produces subtle elements of speech Shows comprehension even with minimal contextualization Functions on an academic level Uses native-like vocabulary

Teacher Strategies	Create a welcoming classroom environment including artifacts, posters, alphabets, words, or pictures from the culture represented by each student. Teach students to the academic content standards set for all students, remembering to incorporate daily language and content objectives. Connect students' prior knowledge, interests, and life experiences to instruction. Bring the student's home culture and language into the classroom, providing multicultural and take-home books in the students' first languages. Increase interaction through cooperative activities and mixed grouping. Encourage the development of literacy skills and proficiency in the student's first language in order to enhance English language acquisition. Shorten and modify assignments as appropriate. Use visual aids, pictures, clear and large print, realia, videos, computer-assisted instruction, gestures, modeling, and graphic organizers. Demonstrate abstract concepts by first demonstrating application (e.g, experiment, manipulatives). Provide explicit vocabulary instruction for all ELLs. Accompany oral directions with written directions for student reference. Provide peer or cross-age tutoring. Post models, rubrics, and daily objectives for student reference.				
	Use commands to teach receptive language (TPR). Require physical response to check comprehension. Ask students to show/draw answers to questions. Ask "yes/no" questions. Use manipulatives and props. Show/write key words after oral presentation. Engage student in higher-order thinking skills (H.O.T.S.). Focus on the student's message rather than on grammar, syntax, or pronunciation. Simplify language, paraphrase often and make sure directions are understood. Increase wait time; do not force reticent students to speak. Provide age-appropriate and interesting supplementary reading materials with strong picture support that relate to the cultural backgrounds of students.	Continue to expand receptive language (TPR). Encourage all attempts to respond. Ask students questions that require one/two words to answer: Who? What? Where? When? Which one? Use concrete objects. Display print to support oral presentation. Engage student in higher-order thinking skills (H.O.T.S.). Focus on the student's message rather than on grammar, syntax, or pronunciation. Simplify language, paraphrase often and make sure directions are understood. Increase wait time; do not force reticent students to speak. Provide age-appropriate and interesting supplementary reading materials with strong picture support that relate to the cultural backgrounds of students.	Expand receptive language through comprehensible input. Engage student in producing language such as describing, re-telling, comparing, contrasting, defining, summarizing, reporting. Ask application questions: What do you do when? How do you react when? Incorporate more writing Engage student in higher-order thinking skills (H.O.T.S.). Focus on the student's message rather than on grammar, syntax, or pronunciation. Simplify language, paraphrase often and make sure directions are understood. Provide age-appropriate and interesting supplementary reading materials with strong picture support that relate to the cultural backgrounds of students.	Develop cognitive academic language: oral and written. Introduce figurative language. Ask "why" questions soliciting opinion, judgment, prediction, hypothesis, inference, creation. Engage student in higher-order thinking skills (H.O.T.S.). Provide age-appropriate and interesting supplementary reading materials with strong picture support that relate to the cultural backgrounds of students.	Continue to develop cognitive academic language: oral and written. Provide templates to scaffold language to appropriate academic register. Continue to ask "why" questions soliciting opinion, judgment, prediction, hypothesis, inference, creation. Engage student in higher-order thinking skills (H.O.T.S.).

Assessment Strategies	Grade students according to achievement of standards rather than in comparison with other students' performance. Create performance-based assessments that enable students to demonstrate knowledge without language mastery. Utilize maps, models, journals, diagrams, collages, displays, role-playing, art projects, and demonstrations as assessment instruments. Assess oral language development through students' story retelling, verbal summarizing, answering questions orally, and teacher observation.				
	Accept non-verbal responses such as sequencing pictures, drawing, and matching. Allow extra time. Test orally (rather than using a written test). Vary the weighting of grade components as appropriate (e.g., give more credit for content learning than grammatical competence). Provide state-approved accommodations on district assessments and standardized tests. (See *Guidelines for Including ELLs in K-12 Assessments* at www.state.ia.us/educate/ecese/is/ell/documents.html)	Accept non-verbal responses such as sequencing pictures, drawing, and matching. Allow extra time. Test orally (rather than using a written test). Vary the weighting of grade components as appropriate (e.g., give more credit for content learning than grammatical competence). Provide state-approved accommodations on district assessments and standardized tests. (See *Guidelines for Including ELLs in K-12 Assessments* at www.state.ia.us/educate/ecese/is/ell/documents.html)	Allow extra time. Test orally (rather than using a written test). Vary the weighting of grade components as appropriate (e.g., give more credit for content learning than grammatical competence). Provide state-approved accommodations on district assessments and standardized tests. Provide state-approved accommodations on district assessments and standardized tests. (See *Guidelines for Including ELLs in K-12 Assessments* at www.state.ia.us/educate/ecese/is/ell/documents.html)	Vary the weighting of grade components as appropriate (e.g., give more credit for content learning than grammatical competence). Provide state-approved accommodations on district assessments and standardized tests. Provide state-approved accommodations on district assessments and standardized tests. (See *Guidelines for Including ELLs in K-12 Assessments* at www.state.ia.us/educate/ecese/is/ell/documents.html)	Grade-level assessments without accommodations.
Timeline (relative)	2 weeks to 2 months	2-4 months	1-3 years	3-10 years to approach peer-appropriate proficiency	

Based on: Grognet, A., Jameson, J., Franco, L., & Derrick-Mescua, M. (2000). *Enhancing English Language Learning in Elementary Classrooms: Trainer's Manual.* McHenry, IL: Delta Systems Co., Inc. (last page of Presenter's Appendix) – slight adaptations made

Appendix F: *Enrollment Status Descriptors* *(as of January 2007)*

ELL Participation in District-Wide Assessments Systems

	CURRENT ELL STUDENTS		Preliminary Exiting (Students transitioned for 2 years)	TRANSITIONED ELLs	EXITED FULLY (2 Years of Transition Completed)
	English Language Testing: Identification/Placement or Growth Measure			*Up to 2 years*	*There is NO need for additional second language support. Satisfies the District's exit criteria and has been exited from the transitional stage. The student is NO longer classified as an ELL at the LEA.*
Student Language Level	Pre-production/Early Production/ Speech Emergence ELDA Levels: 1-3 TESOL Levels: Starting, Emerging, Developing	Intermediate Fluency ELDA Level: 4 TESOL Level: Expanding		*Advanced Fluency* ELDA Level: 5 TESOL Level: Bridging Scores proficient on the ELDA (State recommendation: Scores at Level 5 on listening, speaking, reading, writing, and comprehension. Districts have flexibility to set their own criteria for full proficiency)	
English Language Fluency Levels	Scores non-English proficient (NEP) on ANY part of the assessment	Scores limited English proficient (LEP) on **ALL** parts of the assessment or a **COMBINATION** of limited and proficient		*Fluent English proficient in the 4 domains (reading, writing, listening, speaking) (FEP)*	
English Language Proficiency Testing	Scores non-English proficient (NEP) on ANY part of the ELDA	Scores limited English proficient on **ALL** parts of the ELDA or a **COMBINATION** of limited and proficient		No English language proficiency testing. LEA monitors the student's work for up to 2 years	
Instructional Services	Receive/Participate in: • Newcomer/Orientation • Differentiated instruction • Direct ESL Services (ESL pull-out, ESL class period, or ESL resource center) • *Sheltered English Instruction (Also known as Special Alternative Instructional Program [SAIP], Specially Designed Alternative Instruction in English [SDAIE], or Content-Based Programs)* • *Push-in/ Inclusion Model* • *Content area support* • Two-Way Bilingual Education, Dual Language Instruction, Bilingual Immersion, or Developmental Bilingual Education (DBE) • Transitional Bilingual Education (TBE) • Tutor/Native language support	Receive/Participate in: • Some ESL support • Flexible scheduling and instruction • Differentiated instruction • Tutoring • Etc.		Receive/Participate in: • Full participation in district classes with same guidelines as general education students • Flexibility for re-entry • Differentiated instruction	
General Achievement Levels	**Performance in content areas may be below grade level**	**Performance in content areas may be near or at grade level.**		Performance in content areas is at grade level.	Performance in content areas is AT grade level.
Accommodations in assessment and delivery of instruction(decisions made on an individual basis and documented)				Include students in general assessments. If accommodations are needed based on IEP requirements, decisions are made on an individual basis and must be documented.	Participates in the district-wide assessments WITHOUT accommodations

Appendix G: Iowa-ELDA Proficiency Level Descriptors and TESOL Levels of English Language Proficiency

ELDA Proficiency Level Descriptors

Iowa- ELDA Composite Proficiency Levels
Level 1-**Pre-functional** indicates that the student who is limited English proficient is: • Beginning to understand short utterances • Beginning to use gestures and simple words to communicate • Beginning to understand simple printed material • Beginning to develop communicative writing skills
Level 2**-Beginning** indicates that the student who is limited English proficient can: • Understand simple statements, directions, and questions • Use appropriate strategies to initiate and respond to simple conversation • Understand the general message of basic reading passages • Compose short informative passages on familiar topics
Level 3**-Intermediate** indicates that the student who is limited English proficient can: • Understand standard speech delivered in school and social settings • Communicate orally with some hesitation • Understand descriptive material within familiar contexts and some complex narratives • Write simple texts and short reports
Level 4-**Advanced** indicates that the student who is limited English proficient can: • Identify the main ideas and relevant details of discussions or presentations on a wide range of topics • Actively engage in most communicative situations familiar or unfamiliar • Understand the context of most text in academic areas with support • Write multi-paragraph essays, journal entries, personal/business letters, and creative texts in an organized fashion with some errors
Level 5**- Full English Proficiency** indicates that the student who is limited English proficient can: • Understand and identify the main ideas and relevant details of extended discussion or presentations on familiar and unfamiliar topics • Produce fluent and accurate language • Use reading strategies the same as their native English-speaking peers to derive meaning from a wide range of both social and academic texts • Write fluently using language structures, technical vocabulary, and appropriate writing conventions with some circumlocutions

Provided by: Vinh Nguyen, Des Moines School District (2006)

Notes:

1. These level descriptors are also available in Spanish and Bosnian
2. For a detail description of the levels by domain (listening, reading, writing, speaking) see the document: *Guidelines for Implementing English Language Proficiency Standards*

TESOL's 5 Levels of English Language Proficiency

Level 1 Starting	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
English language learners can understand and use…				
…language to communicate with others around basic concrete needs.	…language to draw on simple and routine experiences to communicate with others.	…language to communicate with others on familiar matters regularly encountered.	…language in both concrete and abstract situations and apply language to new experiences.	…a wide range of longer oral and written texts and recognize implicit meaning.
…high-frequency words and memorized chunks of language.	…high-frequency and some general academic vocabulary and expressions.	…general and some specialized academic vocabulary and expressions.	…specialized and some technical academic vocabulary and expressions.	…technical academic vocabulary and expressions.
…words, phrases, or chunks of language.	…phrases or short sentences in oral or written communication.	…expanded sentences in oral or written communication.	…a variety of sentence lengths of varying linguistic complexity in oral and written communication.	…a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse.
…pictorial, graphic, or nonverbal representation of language.	…oral or written language, making errors that often impede the meaning of the communication.	…oral or written language, making errors that may impede the communication but retain much of its meaning.	…oral or written language, making minimal errors that do not impede the overall meaning of the communication.	…oral or written language approaching comparability to that of English - proficient peers.

(Source: p. 39 of Gottlieb et al., 2006)

Date: November 14, 2006

To: Title III Subgrantees
From: Dr. Carmen P. Sosa, Title III Consultant
Dr. Tom Deeter. Assessment Consultant

Re: Title III Flexibility for New Arrivals

Assessing New English Language Learners in Reading for AYP

A new ELL is a student who has been in school in the United States for less than 12 months (USDE September 2006). All new ELL arrivals should be assessed in both reading and math. For reading participation, only the English Language Development Assessment (ELDA) will count for NCLB for AYP. Since these students are not full academic year (FAY), they will not count toward proficiency. This process was implemented during 2005-06 and will continue into the foreseeable future.

The ELDA is the growth measure used to assess English language proficiency (it is not a placement test). If the ELDA is used for NCLB reading participation in lieu of ITBS/ITED reading subtest, the district needs to report to the Iowa Department of Education so that the information can be included in the annual AYP student participation counts.

To ensure these recent arrival students are properly counted for AYP, the district needs to send Dr. Tom Deeter a list of students containing the following information:

1. Student's name
2. State assigned identification number (10 digits SIN)
3. Grade

The information should be provided by June 30, 2007. You may submit the information using a format like the example below or in an excel file.

Name of School District: _____

Contact Person: _____

Phone: _____

e-mail: _____

First Year students taking ELDA and NOT taking ITBS/ITED Reading

Student Name	Student ID number	Grade

Please send the information to:

Dr. Tom Deeter ***tom.deeter@iowa.gov***

515-242-5616 phone
515-242-6025 fax

Appendix I: Iowa-ELDA Bubble Answer Sheet
RETURN HEADER FORM

School District Name: _____

School District #: _____ **Superintendent's Name:** _____

Complete this form to accompany your ELDA student bubble answer sheets (BAS) when you return them to the Northwest AEA for processing. This form should be placed at the top of your stack of BAS. Do not attempt to "attach" it in any way.

Please indicate the number of student BAS for each grade cluster that you are returning by building.				
Building Name	**K-2**	**3-5**	**6-8**	**9-12**
*** * S * A * M * P * L * E * ***				
Building Name	**K-2**	**3-5**	**6-8**	**9-12**
Smith Elementary	36	44	22	0
Smith Middle School	0	0	23	0
Smith High School	0	0	0	16

Please provide the name, title, and EMAIL address of the person you would like your **ELDA District and Comprehensive Student Results** sent to when complete:

Name: _____ Title: _____

Email Address: _____

Please provide the name, title, and STREET address of the person you would like your **ELDA Individual Student Result Reports** mailed to when complete:

Name: _____ Title: _____

Street Address: _____

Street City Zip

Appendix J: Standards for K and 1&2

Iowa ELDA Standards for K English Language Learners

Teachers are required to assess English Language Learners yearly using an English language proficiency assessment. The state of Iowa's assessment is called Iowa ELDA (Iowa English Language Development Assessment). This document is intended as a support for teachers who will be completing the ELDA inventories in the spring for their kindergarten English Language Learners. As you will notice when reviewing this document, several connections exist to other assessments you give during the school year (required assessments such as DIBELS, CRTS, ITBS, DRA, as well as local instruments). If you would like, keep notes about a student's learning on this page to prepare for the ELDA inventory. This is a tool for your reference, but final official scoring of these criteria will be recorded on the Iowa ELDA inventory during your district's test window.

Iowa ELDA Standards for K English Language Learners

	STUDENT NAME:	**ELDA Item #**	**Not Yet**	**Some of the time**	**Most of the time**	**All the time**
		NOTES				
LISTENING	Follows simple directions in sequence	(L01)				
	Responds to questions	(L02)				
	Understands common school vocabulary	(L05)				
	Understands content-specific vocabulary	(L06)				
	Shows understanding by drawing conclusions, making generalizations, or predictions	(L07)				
READING	Has skill of letter recognition AND letter-sound correspondence	(R01) (R02)		Consonants (10-14)	C (15-20) Short vowels (3)	C (21 +) Vowels (5)
	Recognizes sounds & combinations of sounds	(R03)		Initial	Initial & ending	Initial, ending & medial
	Rhymes if given roots or spelling pattern	(R04)				
	Recognizes high frequency words and common word families	(R05)				
	Understands concepts of print	(R06)				
	Uses pre-reading strategies (predicting, graphic organizers, setting a purpose)	(R07)				
	Can classify action verbs & nouns correctly	(R08)				
	Identifies & uses synonyms & antonyms	(R09)				
	Reads & follows directions to complete simple task	(R10)				
	Identifies story elements (setting, etc.)	(R11)				
	Uses various strategies when reading (illustrations, prior knowledge)	(R12)				
	Recognizes cause & effect	(R13)				
	Identifies patterns such as rhyming	(R14)				
SPEAKING	Asks a simple question	(S01)		One word	Meaning ok, but not grammatical	Close to native English
	Uses language "chunks" to speak (greetings)	(S02)				
	Responds appropriately to questions	(S03)		One word	1-2 word answers	Details, more complete
	Uses vocabulary	(S04)		Social	Social	Social & academic
	Gives directions	(S05)				
	Clarifies and supports spoken ideas	(S06)				
	Uses connected language and discusses meaning	(S07)				
	Uses language to organize, agree & disagree	(S08)				
WRITING	Draws, discusses, or organizes before writing	(W01)				
	Writes to convey ideas or stories	(W02)		Pictures	Pictures and words	Pictures, sentences
	Writes variety of text types (narrative, letter)	(W03)				
	Edits writing for punctuation, caps, and spelling	(W04)				
	Prints upper & lower case letters correctly	(W06)		Letters in isolation	Letters within words, SOMETIMES	Letters within words
	Capitalizes letters appropriately	(W07)		Name	+ Sentence beginning	+ proper nouns
	Spells grade appropriate words correctly	(W08)				
	Uses resources to find conventional spelling	(W09)				

Iowa ELDA Standards 1st & 2nd Grade ELLs

Teachers are required to assess English Language Learners yearly using an English language proficiency assessment. The state of Iowa's assessment is called Iowa ELDA (Iowa English Language Development Assessment). This document is intended as a support for teachers who will be completing the ELDA inventories in the spring for their 1st and 2nd grade English Language Learners. As you will notice when reviewing this document, several connections exist to other assessments you give during the school year (required assessments such as DIBELS, CRTS, ITBS, DRA, as well as local instruments). If you would like, keep notes about a student's learning on this page to prepare for the ELDA inventory. This is a tool for your reference, but final official scoring of these criteria will be recorded on the Iowa ELDA inventory during your district's test window.

Iowa ELDA Standards 1st & 2nd Grade ELLs

STUDENT NAME:	ELDA Item #	**Not Yet**	**Some of the time**	**Most of the time**	**All the time**
LISTENING			***NOTES***		
Follows simple directions in sequence	(L01)				
Responds to questions	(L02)				
Understands common school vocabulary	(L05)				
Understands content-specific vocabulary	(L06)				
Shows understanding by drawing conclusions, making generalizations, or predictions	(L07)				
READING			***NOTES***		
Has skill of letter recognition AND letter-sound correspondence	(R01)		Upper/Lower case (13)	Upper/Lower case (20)	Upper/Lower case (all 26)
Recognizes sounds & combinations of sounds	(R02)		Initial, ending, short vowels, word families	All of 1 plus long vowels, initial blends, rhyming words	All of 1 & 2 plus initial digraphs, vowels + r, Variant vowels
Recognizes high frequency words and common word families	(R03)		Uses word/spelling patterns	Prefixes, suffixes, root words, Syntax & common patterns	Prefixes, suffixes, root words, Syntax & common patterns
Recognizes high frequency contractions	(R04)		Limited # of Basic	Many but not all	Wide range
Reads fluidly and with intonation	(R05)		No self-monitoring	Some self-monitoring	Self-monitors
Identifies parts of a book	(R06)		At least 2	At least 3	At least 4
Uses pre-reading and reading strategies (predicting, graphic organizers, setting a purpose)	(R07)		At least 2	At least 3	At least 4
Uses strategies to read unfamiliar words	(R08)		Uses 1 skill	Uses 2 skills	Uses 3 skills
Identifies & uses synonyms & antonyms	(R09)		Prefixes & suffixes with low accuracy	Prefixes & suffixes with developing accuracy	Prefixes & suffixes with high accuracy
Reads & follows directions to complete simple task	(R10)		1-step	2-steps	3-step +
Uses various strategies when reading (illustrations, prior knowledge)	(R11)		1 story element	2	3
Uses various strategies to construct meaning	(R12)		1 strategy	2	3
Recognizes cause & effect	(R13)				

Iowa ELDA Standards 1st & 2nd Grade ELLs

STUDENT NAME:	ELDA Item #	**Not Yet**	**Some of the time**	**Most of the time**	**All the time**
SPEAKING			***NOTES***		
Asks a simple question	(S01)		One word	Meaning ok, but not grammatical	Close to native English
Uses language "chunks" to speak (greetings)	(S02)				
Responds appropriately to questions	(S03)		1-2 words	Phrases or simple sentences	Details, more complete
Retells a story, describes familiar events	(S04)		1-2 word utterances	Phrases or simple sentences	Details, more complete
Gives directions	(S05)		1-2 words	Phrases or simple sentences	Complete cohesive sentences
Clarifies and supports spoken ideas	(S06)				
Uses connected language and discusses meaning	(S07)				
Uses language to organize, agree & disagree	(S08)				
WRITING			***NOTES***		
Draws, discusses, or organizes before writing	(W01)		Pictures	Key words	Phrases or sentences
Writes to convey ideas or stories	(W02)		Labels picture	One sentence about picture	Sentences about picture
Writes variety of text types (narrative, letter)	(W03)				
Revises writing	(W04)		When prompted	With support	Follows model or rubric
Edits for complete sentences	(W05)		Attempts	With support	Alone
Prints letters and spaces words correctly	(W06)		Attempts	With support	Alone
Capitalizes letters appropriately	(W07)		Name	+ Sentence beginning	+ Proper nouns
Spells grade appropriate words correctly	(W08)				
Uses resources to find correct spelling	(W09)				

Part IV: References

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